DOCUMENT RESUME

ED 107 466 SE 016 954

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TITLE Housing in the Urban Environment.
INSTITUTION Group for Environmental Education, Philadelphia, Pa.; Pennsylvania Advancement School, Philadelphia.; Philadelphia School District, Pa.
PUB DATE 71
NOTE 78p.; Related documents are ED 045 426, SE 016 955 and 956

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS Conservation Education; *Curriculum Guides; *Environmental Education; Housing; Instructional Materials; Learning Activities; Metropolitan Areas; *Natural Resources; Outdoor Education; *Science Education; Secondary Education; Teaching Guides; *Urban Environment

ABSTRACT

This booklet focuses on housing, the most private human environment. The effects of housing on one's social and physical worlds, and in turn on one's attitudes toward the total environment, are examined. The activities in this booklet aim to develop an understanding of space within the housing environment, types of housing, and how one can change and control this type of environment. The 14 lessons contained in this unit deal with such housing factors as income, family size, taste, the choice process, housing needs, location, neighborhoods, and problems. Each lesson includes objectives and a purpose, a materials list, and several activities. The activities involve discussion, role playing, simulation, problem solving, map making, and worksheets. A section for teacher use suggests additional activities and provides further directions for use of the booklet. The final section prepared by the Housing Association of Delaware Valley provides advice on solving neighborhood problems. (TK)

ED107466

Housing in the Urban Environment

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Our aim is to give each student a sense of self-control and a sense of personal control over his environment. We assume that students have varied learning styles and that students want to grow and learn.

We ask you as students to learn well the social studies skills of gathering information, grouping information and making decisions based on information. We ask you to work within these materials, to learn more about your physical, social and personal surroundings. We ask you to use your street knowledge as a beginning point for increasing your knowledge and your ability to ask questions and to find answers. We ask you to work cooperatively with other students. We encourage you to listen, build models, speak, observe, interview and read. We suggest that you learn from using words, pictures, filmstrips, sugar cubes, lego blocks, work-sheets and maps.

We want you to begin to carefully develop personal goals and to understand how your environment can help you as you strive to meet the goals you establish.

We cannot guarantee that you will be successful or that you will enjoy these materials, but almost 400 students in Philadelphia have succeeded and have had fun with these materials.

The Urban Environment Collaborative March 1971

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Housing, the most private human environment, influences our social as well as our physical worlds and behavior. It affects many of our attitudes toward our total environment. Many of us set our own housing standards and have some power to change our housing environment. Decisions about housing may be models for decisions about our other physical environments.

What You May Learn From This Book

You will be able to describe the intent of a housing environment. You will be able to describe how the use of space in your environment might affect your feelings and to what extent you can control your housing environment. You will have studied at least seven different types of housing and you might be better able to choose housing for you and your family!

Lesson 1

What You May Learn:

There are lots of different kinds of housing in and around our city. Some of them you might like to live in; some you probably would not. It's fun to guess about the people who do live in them just from looking at their houses.

Materials:

Set of 15 slides, projector and screen or
Camera, film and a way to go exploring for the examples for your class.

Procedure:

1. With your teacher, try taking the pictures. You might decide ahead of time on where to look for what example, or you may label your slides after your housing tour.

2. Now why don't you choose your 3 favorites and tell why you like them on Worksheet #1. Will you do the same for the 2 you like the least?
   Now go to the other worksheets.

3. For slides 1 - 5 you will try to decide how many rooms there are in each unit.
   (A unit is a dwelling place for one family.)
   For slides 6-10 you are to guess what kind of job the owner has.
   And for slides 11-15, could you figure out which would be the most expensive to live in and which the least?
   You'll be asked to give reasons for your opinions.

SLIDES:

1. Single family suburban ranch
2. Twin houses
3. Society Hill Towers (typical high rise apartment building).
4. Low income project
5. Single family renewal neighborhood
6. Single family high income colonial
7. Middle income apartment house
8. High rise apartment with old town houses in front
9. Country estate
10. Middle income suburban family house
11. Stores on bottom, apartments or single family on top
12. Circular apartment on the Parkway (another high rise apartment, different from slide #3 above).
13. Three-story row houses
14. Single-family rows
15. Back of old rows

SLIDES 1-5

Which 3 units are your favorites? Why?

1. _____

_____

2. _____

_____

3. _____

_____

Which 2 units do you like the least? Why? _____

1. _____

_____

2. _____

_____

How many rooms are in each unit?

Why do you think so?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

	What kind of job does the person who lives here hold?	Why do you think so?
6.		
7.		
8.		
9.		
10.		

SLIDES 11 - 15

Mark with a #1 the unit that would be most expensive to live in. Mark each until #5, which would cost the least.

11. _____

12. _____

13. _____

14. _____

15. _____

Why did you mark these as you did?

Most: _____

_____

_____

Least: _____

_____

_____

What You May Learn:

Income, size of the family, and taste influence the choice of housing unit. Different housing units meet different needs and wants. You will see ways housing needs and wants may be satisfied within the limited space of a city neighborhood.

Materials:

Sugar cubes in two colors - about 72 cubes

Worksheets

Sheets of 8 1/2 x 11 paper

Procedure:

The class will divide into groups of four. Each group will get 8 sugar cubes representing 8 houses.

They will also get a sheet of 8 1/2 x 11 paper, the edges of which will represent streets.

Each group will solve the housing problems.

Each member of each group will fill out a worksheet.

Time will be limited.

The class will do the first problem together to be sure everyone understands the directions. As each group completes its work, the group members may begin working individually on Worksheet #8. It asks for your opinions.

Problem #1

Make 8 single houses with four walls to the outside so that there can be windows on all four walls.

Place them on your sheet of paper.

1. Draw a picture of your arrangement.

2. Number the houses.

3. Which house has the most outside play space?

_____

4. Which house is in the quietest part of the space?

_____

5. In which house would you most like to live?

_____

6. Would you like your family to live in any of the other houses? Write their numbers.

_____

7. Which house would be the most expensive?

_____

The least? _____

Problem #2

Fold the paper you are using for your building space in half. You still have to make places for 8 families. Arrange the houses so that each house is only one story high and so that only three walls can have windows to the outside.

1. Draw a picture of this arrangement.

2. Do these houses have as much space inside as those in Problem #1? _____

3. Do these houses have as much space outside as those in Problem #1? _____

4. What makes the houses in Problem #1 better than those in Problem #2? _____

_____

_____

5. What makes the houses in Problem #2 better than those in Problem #1? _____

_____

_____

Problem #3

Build houses in the same space you used in Problem #2, but make them <u>two stories high</u>, or one "house" on top of another.

1. Draw a picture of your arrangement.

2. How many walls have windows? _____

3. Does each family have a backyard? _____

4. Can you explain any problems that the families living on the first floor might have? _____

_____

_____

5. What are the disadvantages of living on the second floor? _____

_____

_____

6. In which house and on which floor would you like your family to live? _____

_____

7. Would one of these houses be more or less expensive than one in Problem #1? _____

_____

Problem #4

Build a row of houses for 8 families in the same space you used in Problem #3.

1. Draw a picture of these houses.

2. How many walls can have windows?

_____

3. Does each family have some outside play space?

_____

4. Do you think a family who live here rents the house or owns it? _____

Why? _____

5. Is it more important that you get along with your neighbors in houses in Problem #3 or in Problem #4? _____

Why? _____

_____

Problem #5

Fold the paper you are using as building space in half again. Fit all families in a space only four cubes long!

1. Draw a picture of these houses.

2. Do you think the people in these houses rent or own them? _____

Why? _____

_____

3. Would you rather that your family live in this kind of house or in a row house like Problem #4?

_____

_____

4. Why are many houses in the city like these?

_____

_____

_____

Problem #6

Can you build an arrangement for 8 families in which each family has a one story house, outside play space and at least two walls with windows?

1. Draw a picture of these houses.

2. What do you think about this arrangement of houses? _____

Problem #7

Fold the paper you are using for building space in half again. Can you make room for 8 families in a space only one sugar cube long?

1. Draw a picture of this arrangement.

2. Which would these houses be best for:

____ a. a family with 3 small children

____ b. newlyweds

____ c. old people

____ d. your family

Why? _____

_____

3. Would one of these units be cheap or expensive?

_____

4. Where would you be most likely to see houses like these? _____

_____

NOW . . . . . .

On the continuums below insert the number of the housing arrangement (1 - 7) that best fits the descriptions to the left and to the right. Your teacher will help you to do the first.

I think this house is cheap ——— I think this house is very expensive

This house is most different from mine ——— This house is most like mine

I would not like to live here ——— I would like living here

Why did you put yourself on the last line where you did? _____

_____

Why do you like (or dislike) these kinds of houses? _____

_____

Lesson **3**

What You May Learn:

You will know realistically what a family of four needs to spend for housing and you will review what other people spend for housing.

Materials:

Play money

Budget Worksheet (#1)

Newspaper real estate sections

Worksheet #2

Procedure:

1. Students will be divided into groups of 4 or 5 each.
   Each group will be given a different amount of play money to represent your monthly take home pay. You will plan for a family of four.
2. Take 25 minutes to do the first worksheet, which asks you to estimate the amount of your pay you would spend on each of the listed items.
3. In 15 minutes check your estimates for housing against the newspaper ads.
4. Next readjust your original budget, if necessary, to accomodate the price of adequate housing for your family of four.

Your group is planning a budget for a family of four people, a husband, a wife and two junior high age children. Your take-home pay is _____ a week. Beside each item in the list below, write the amount you think you would spend each week for your family on that particular item. Use your play money to help you see how much you're spending as you go along.

	Estimate	Final
Food bought at the grocery story		
Food bought at lunch counters or restaurants		
Clothing Upkeep: laundry, cleaning, shoe repair		
Soap, Shaving Equipment, Toothpaste, Haircuts		
Household supplies: Cleaners, small home items		
Public Transportation: Bus, subway		
Car Upkeep: gas, oil, servicing		
Entertainment: movies, nights out		
Gifts		

	Estimate	Final
* Rent	_____	_____
** Phone	_____	_____
New Clothes	_____	_____
Appliances and Furniture	_____	_____
Doctor Bills, Dentist Bills, Medicine	_____	_____
Repair Bills: TV, car, etc.	_____	_____
Pocket Money	_____	_____

* divide monthly rent by four to get weekly rent, remembering that there are really more than four weeks in a month, so paying by the week is more expensive. Gas, Electric and Heat should be added in here, too, if they are paid by you

** divide as above

Now consult the real estate section of the newspaper. Can you find housing to accommodate a family of four on the amount of money you've set aside for rent? Don't forget to check if utilities (gas, electric and heat) are included. Does the amount your group estimated cover these expenses? If you find a house or apartment for your budget, write the description below. Include all its features.

If you could not find a house or apartment to suit your needs and budget, find one that fits your needs but not your budget. Go back to Worksheet #1 and put the rent for the housing you find beside your first estimate. See if you can bring your budget in line so you can get that house or apartment. Leave your original estimate beside your new figure so you can compare!

INFORMATION

Statistics show that families with more money spend more money on housing. However, large increases in income are not followed by large increases in money spent on housing. A family with an income of $5,000 per year, less than $100. per week, typically spends $1,508. for housing. A typical family with an income of $15,000 per year, about $280. per week, spends only $2,581. per year on housing. The income has tripled and yet, spending for housing usually does not triple; it does not even double! Spending for food follows the same pattern. Spending for recreation and education does not follow that pattern.

On the following pages are charts with more information.

TYPICAL WAYS AMERICANS SPEND THEIR YEARLY INCOME

Amount of Income Spent per year on:	Income $3,000 - $3,999 per year	$5,000 - $5,999 per year	$7,500 - $9,999 per year	$10,000 - $14,999 per year
Housing	$1,090	$1,508	$2,043	$2,581
Food	954	1,291	1,766	2,100
Clothing	328	508	830	1,133
Transportation	519	826	1,222	1,571
Recreation & Education	172	274	475	744

Note: Rest of income is spent on medical care, insurance, gifts, personal care, and miscellaneous

Source: "Consumer Expenditures & Income," U.S. Department of Labor, Bureau of Labor Statistics

TYPICAL YEARLY SPENDING PATTERNS IN THE UNITED STATES

Percentage of Income Spent on:	$3,000 - $3,999	$5,000 - $5,999	$7,500 - $9,999	$10,000 - $14,999
Housing	29%	26%	23%	22%
Food	25%	22%	20%	18%
Clothing	9%	9%	9%	10%
Transportation	14%	14%	14%	13%
Recreation & Education	5%	5%	5%	6%

Note: Rest of income is spent on medical care, insurance, gifts, personal care and miscellaneous.

Source: "Consumer Expenditure & Income", U.S. Department of Labor, Bureau of Labor Statistics

What You May Learn:

You will practice making decisions about what you need and want to equip your housing unit. You will find out what things cost today. You will know better your own likes.

Materials:

Auction list

Play money - about $1,500 per student or more

Mail order catalog or collection of advertisements that give prices

Procedure:

1. The teacher is the auctioneer or you may appoint one.
2. You have a small house with a living room, large kitchen with a stove, sink and refrigerator, two bedrooms and a bath. You want to furnish it. First, write what you plan to bid for each item.
3. You have play money. You may buy from the auction list whatever you like as long as your money lasts. You cannot spend more money than you have.
4. Only three students will be able to buy washing machines at the auction because there are only three washing machines. Decide how much you are willing to bid to get one. Write that in the first column before the auction begins. If three students want washing machines, for example, at the final price bid, all three may be sold at that final price. If more than three students are willing to pay that price, the remaining washing machines will be moved to the end of the list and offered a second time at the auction

5. This procedure will be followed for each of the items. The number of sofas, room air conditioners, etc. available is limited to the number on the auction sheet.

Number Available at this auction		I Plan to Bid	My Bid	Final Bid	Did I Buy the Item (check if "yes")	Store Price for one as given in catalog or advertisement
3	Washing Machines					
2	Pool Tables					
3	Stereos					
3	Sets of Draperies (for entire house)					
4	Clothes Dryers					
10	Sofas					
8	T.V. Sets (black & white)					
6	Dishwashers					
5	Coffee Tables					
8	Room Air Conditioners					
15	Bedroom Sets					
10	Easy Chairs					
2	Lamps					
2	Pianos					

1. How much money did you spend at the auction?

_____

2. Did you spend more for any item than you had planned? _____

If so, why? _____

3. Did you purchase any item for less than you planned? _____

If so, what did you do with the extra money?

_____

4. Which item did you want the most?

_____

5. Which item did you want the least or hardly at all? _____

6. Did you pay the most money for the thing you wanted most? _____

7. Which items on the list did you consider necessities that you must have? _____

_____

_____

8. At store prices, how much would it cost you to purchase everything you listed as a necessity in #7? _____

9. Which items on the list do you consider luxuries that you would like to have but do not absolutely need? _____

_____

_____

10. At store prices, how much would it cost you to buy the luxuries you would like? _____

Lesson **5**

What You May Learn:

Housing needs change. Available choices change. What you want changes. The environment may change if people want to make the modifications of adding or demolishing parts of their environment.

Materials:

Our Man-Made Environment, Book Seven, Pages 72-73.

Procedures:

Follow exercises in Lesson 17, pages 72-73.

What You May Learn:

You will weigh alternatives and make decisions about wanting, getting and "trading off" in housing. Your own values will be clearer.

Materials:

Worksheets

Procedure:

1. Rank your preferences.

   Work through Worksheet #1 on the blackboard and, as a class, vote on the answers on it.

2. As an individual, design your neighborhood.

   Discuss your design with the class. Be ready to give reasons for your choices.

3. Do the same thing with Trading-Off.

Voting and Ranking

Number your first, second and third choices.

1. Would you rather live near a park? _____

   a school? _____

   a candy store? _____

2. Would you rather live near a firehouse? _____

   a supermarket? _____

   a bus stop? _____

3. Now, another continuum. Remember, extremes are at either end of the continuum, with a variety of choices in between. "Are you more like Leroy or Cecil?" Indicate your position by drawing a line on the continuum and initialing it.

Loner Leroy
(likes it in the country) ——————————— Center City Cecil
(likes it where the action is)

What I Want In My Neighborhood and Why?

Here is your House ■

What would you like near it.

USE THE KEY

School (S) Fire Station (F)

Police Station (P) Church (C)

Super Market (SM) Restaurant (R)

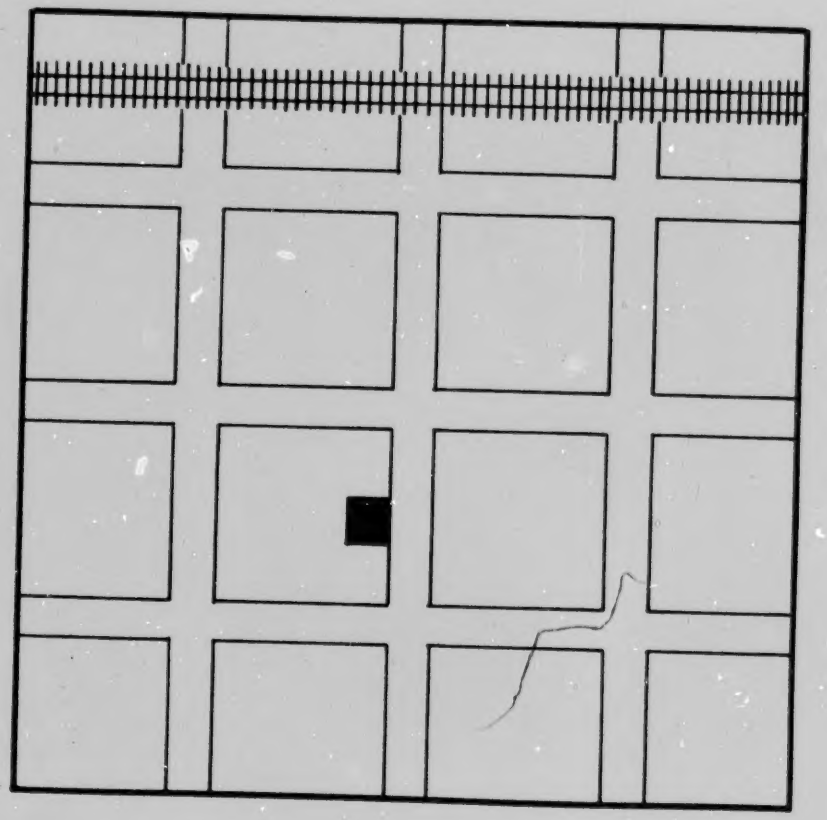
Small Grocery (G) Movie (M)

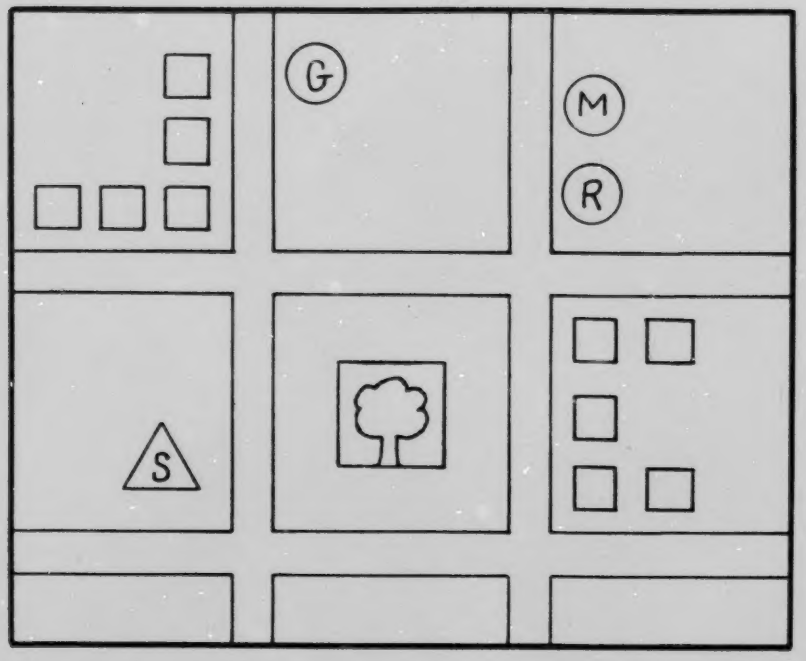
Candy Store (C) Factory ●

Park Playground

House Apartment

Railroad





Would you clear away the park for a supermarket

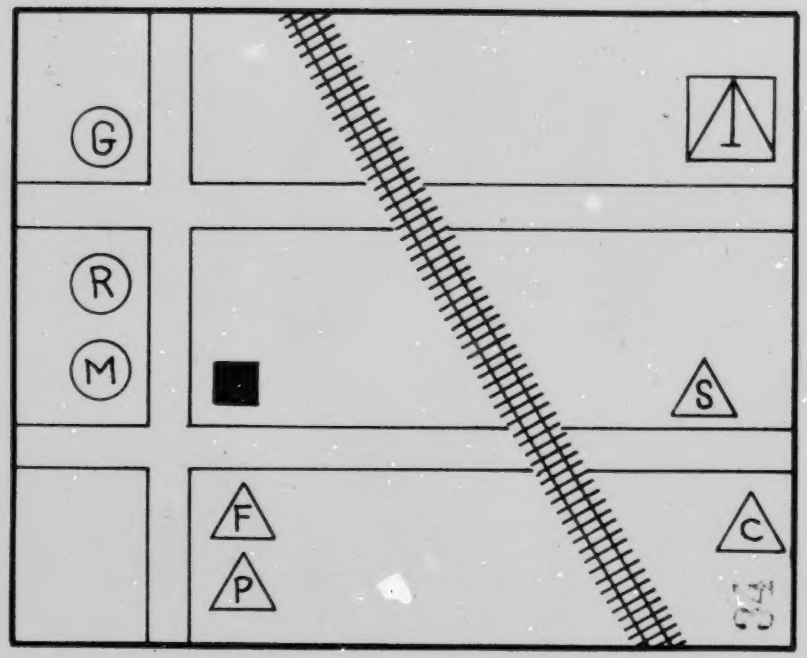
or would you leave the park? _____

_____

Why? _____

_____

_____



What one thing would you move away from the house?

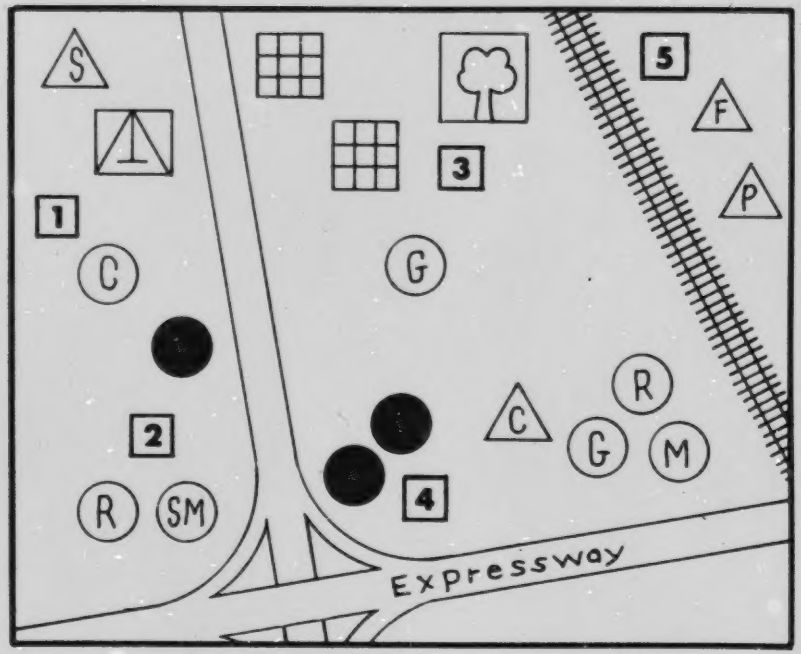
_____

Why? _____

What one thing would you move closer to the house?

_____

Why? _____



Which house would you most like to live in? _____

Why? _____

_____

Which house would you least like to live in? _____

Why? _____

_____

Lesson **7**

What You May Learn:

You'll practice "trading-off" and decision-making and learn some of the choices people make about their environment.

Materials:

Our Man-Made Environment, Book Seven, Pages 70-71.

Procedure:

Follow the exercise on the above pages.

What You May Learn:

You will experience the difficulties of planning a neighborhood and learn what combinations are possible.

Materials:

Poster paper, 12" x 18"

Standardized sugar cube package (e.g. 20 reds, 20 blues, 10 yellows, 10 blacks, 10 whites)

Procedure:

1. Map out the pattern of streets you would like in your ideal neighborhood.
2. Use patches of construction paper to stand for parks, lots, etc.
3. Then use different colored cubes to represent different types of buildings - e.g. red for houses, green for apartments, etc.
4. Be sure to show your key or legend.
5. The teacher will watch you create your ideal and the teacher and your classmates will check to see if your plans are practical and functional,

   or

   Do the above in groups of 4 rather than as an individual. The group leader will explain the group's neighborhood. Other groups will criticize and suggest improvements.
6. You may want to take pictures of your model neighborhood.

What You May Learn:

Both the tenant and the landlord have responsibilities to each other, the city and themselves. You will learn what the laws are in Philadelphia and how problems may, sometimes, be worked out.

Materials:

Information sheet

Tenant sheet

Landlord sheet

Situation sheet

Procedure:

1. Check boxes on the Tenant sheet.

   Then refer to the Information sheet to see the legal requirements.

   Discuss your responses with your classmates.

2. Check the boxes on the Landlord sheet. Refer again to the Information sheet to see the legal requirements.

   Compare your responses on the two sheets.

3. Discuss: If EVERY Landlord and EVERY Tenant met his legal responsibilities, would EVERY neighborhood be decent?

4. Choose actors to play the landlord and the tenant. Let two or three students play each part. Some students will play the role one way and some another. Be sure that there are a variety of types of landlords in your class.

Information Sheet

The Landlord in Philadelphia

must provide in each housing unit:

- a toilet
- a bathtub or shower
- a wash basin
- a kitchen sink
- a safe and adequate heating system
- a proper area for covered garbage and trash cans

and in each room of the unit:

- two electrical outlets
- one window

and the building must be

- safe
- water-tight
- rodent-proof

and the yard must be clean

and he must state how many people may legally live in the house or apartment.

Failure to follow these regulations can result in a fine or prosecution or loss of tenants in the housing unit.

The Tenant in Philadelphia

must keep the apartment clean and free of roaches, bugs and rats;

must use cooking equipment carefully and keep it clean and sanitary;

must keep hallways, stairways and exits clear at all times;

must replace any window panes he breaks;

must pay his rent regularly on the due date.

And he must NOT

overcrowd the apartment;

make holes in the plaster;

put anything down the toilet or drains that will make them stop up.

Failure to obey these rules could result in a fine, prosecution, or eviction from the housing unit.

Tenant Sheet

Check the box next to the items you would repair as a tenant:

		Are you required by the law in Philadelphia to make the repair?
leaky roof	☐	_____
rats in your apartment	☐	_____
stopped-up toilet in your apartment	☐	_____
peeling paint in the upstairs hall	☐	_____
broken window panes in your apartment	☐	_____
broken lock on the front door of the building	☐	_____
trash in your hallway	☐	_____
garbage in the front yard	☐	_____
no heat in December in your apartment	☐	_____

Find out whether or not you would be following the law by looking at the Information Sheet.

Landlord Sheet

Check the repairs you would make if you were the landlord. Try to estimate the cost of each repair:

	Cost Estimate	Is this repair required by law?
leaky roof	_____	_____
rats in one apartment	_____	_____
stopped-up toilet in first floor apartment	_____	_____
peeling paint in second floor apartment; you painted it 2 years ago	_____	_____
broken window panes in fourth floor apartment	_____	_____
broken lock on front door	_____	_____
trash in third floor hallway	_____	_____
garbage in front yard and back alley	_____	_____
no heat in December	_____	_____

Check the requirements of the law on the Information Sheet.

Situation Sheet

WHAT CAN BE DONE?

1. You, the landlord, inherited this building from your father who died five years ago. You really don't know much about the neighborhood. You rent five apartments for $20. a week each. Each apartment has 2 bedrooms. The tenants move frequently, are often behind in their rent and, in your opinion, don't take good care of the place. You don't want to put a lot of money in the place because you know that many people can't afford the higher rent you'd have to charge then.

2. You are a tenant. You have lived in this building, on the third floor, for five years. You have seen the building go from bad to worse. The halls are dirty. People throw garbage out. There are broken window panes, and the lock on the front doors has been broken for months You don't understand why your surroundings h become so bad. You and your wife and four children can't afford to pay more rent. As a construction worker, you don't always have work. The kids are small, so you like your wife to be at home to take care of them.

3. NOW, act out or write a conversation between this tenant and this landlord. Talk about the repairs that need to be made and the general condition of the unit.

What You May Learn:

Regardless of their choices, many people experience problems with their housing. You will learn ways in which landlords and tenants can work to meet and solve problems.

Materials:

Worksheet

Tenant-landlord situations

Unfinished story

Procedure:

1. "Brainstorm" with your classmates to identify as many housing problems as you can.
2. Then for homework or on a class trip walk around your neighborhood to find 10 problems - only one may be in your own home.
3. Read the four situations. Volunteers from the class may act out each situation. You may want to work in groups. Role-play each situation to a conclusion. Your teacher will demonstrate this procedure to the class.
4. Now read and complete the story.

Housing Problems We Can Identify

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Housing Problems In My Neighborhood

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Four Tenant-Landlord Situations

1. Woman is distraught. She has a new baby and there is no heat in the apartment. She confronts the landlord who has come to collect the rent.
2. The landlord is very upset. He says he has just fixed the plumbing and replaced the plaster on the walls. He claims he is losing money and the tenant is just ruining the apartment. He is presenting the young couple a bill for services he claims are extra. The young couple refuse to pay.
3. Official of the Department of Health is listening to an argument between a landlord and tenant. The tenant claims that uncollected garbage is bringing rats. The landlord states that the tenant just throws garbage into the hall and out of the windows.
4. An old man cannot work because of a back injury. He and his wife cannot keep up with their rent and are in danger of being thrown out of their $90 a month apartment. What are their alternatives?

An Unfinished Story . . . . . .

I must have one of the hardest jobs in the world. I see poverty and wealth. I see and hear sad stories, mostly about money. I meet lonely, hungry children. I talk to angry mothers and penny-pinching landlords. I listen to honest businessmen and irresponsible tenants. Most of my decisions anger either the landlord or the tenant, but I still always try to be fair. I am an Inspector for the Department of Health.

This is not an unusual story:

Early one morning I was called to an apartment. There, a young woman was angrily facing an older man. The man turned out to be her landlord.

The woman claimed that the apartment was in terrible condition. Trash littered the hallways. The elevator was broken and smelly. The toilets did not work properly. The heater was broken. And, the night before, a rat had bitten her youngest child. She blamed the landlord for all the mess. The woman said he did nothing to help solve the problems.

The landlord, on the other hand, says he tried to help the situation. But he claims the woman does nothing to help to fix up her apartment. He says she just throws her trash out in the halls. He also says that her children broke the plumbing.

I must decide who is telling the truth and what to do.

What do you think?

My Ending To This Story

Worksheet #2, LESSON 10

Lesson **11**

What You May Learn:

There are often many problems within small areas in big cities and within housing units.

Materials:

Introductory Unit, Urban Environment Collaborative,

LESSON 7, Two Blocks Apart.

Excerpts or tape

Student's list of 10 problems

Procedure:

1. Read or listen to section of book.
2. Complete worksheet.

	Juan's	Peter's
Describe his home.		
How old is he?		
Who lives with him?		
What's his greatest fear?		
What's his greatest complaint?		
What does he like best about his house?		
What does he like best about his neighborhood?		
A main difference between your neighborhood and his		

	Juan's	Peter's
What problems are the same?		
Why do he and his family stay in the neighborhood?		
Give one reason why he might move someday?		
Are people doing anything to overcome some of the problems in the neighborhood? in the house?		
What are people doing to change your neighborhood?		
Is success likely?		

Worksheet #2, LESSON 11

What You May Learn:

You will find out how people may begin to solve problems in their neighborhood.

Materials:

Worksheets.

Information booklet from Philadelphia Housing Association.

Good neighbors try to work together. Before finishing your reporting on a problem in a neighborhood, try to find out who is responsible. Talk to him and give him time to take care of the problem. Also give the City time to act on your request. If you get no action, call back again and again. There sometimes are good reasons for delays. Listen. Call. Visit.

The pamphlet at the back of this book was prepared for people who live in Philadelphia. It took the Housing Association of Delaware Valley about six months to find out all the information for this booklet. A Housing Association or other group where you live may have prepared a similar booklet.

Procedure:

1. Complete worksheets.
2. Try to follow up on one problem.

Where do you call or where do you write in Philadelphia to ---

Report potholes in the street _____

Report broken street lights _____

Deal with smoke and smells _____

Report trash and garbage in alleys _____

Take care of abandoned cars _____

Attend to vacant buildings that are dangerous _____

Remove rats in a building on your block _____

Read the section on HOW TO CLEAN UP YOUR BLOCK.

What people on your block would help if there were a clean-up day?

List the steps necessary for organizing a clean-up day:

Read the first paragraph on VACANT LOTS.

What vacant lots in your neighborhood could be put to better use?

Is there a community group willing to organize the tasks?

List the steps necessary for changing a vacant lot into a basketball court.

Lesson 13

What You May Learn:

You will learn some of the reasons some people prefer to own their homes and you will learn some of the disadvantages of home ownership.

Materials:

Worksheets.

Real estate section of two newspapers (enough for each student to have a page from each paper for himself).

Procedure:

1. Interview your family, neighbors, teachers, to learn how they feel about ownership. Different groups and individuals may divide up this task. You may use the worksheet or tape answers to your questions.

2. Look in the real estate section of at least two large papers to see how much houses cost in different areas of the city. In Philadelphia, look at the Tribune and Inquirer or Daily News. Find the least expensive listings in North Philadelphia, West Philadelphia, Mt. Airy, the Northeast. Find the most expensive.

Some of the advantages and disadvantages you might consider are:

Advantages

1. Get more for your money. Mortgage payments are less than rent payments. A family that could afford $100. rent could probably afford $80. mortgage plus insurance, taxes, repairs. You have something you can sell later and get money back.
2. Can choose from wider variety of neighborhoods
3. Might be in neighborhood with more people who have steady jobs because they are ones most likely to get a mortgage loan.

Disadvantages

1. More expensive than tenants: taxes to city, insurance, and all repairs to property.
2. Cannot move as quickly.
3. More responsibility is required.

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	Most expensive houses in real estate ads	Least expensive in same papers
North Philadelphia		
West Philadelphia		
Mt. Airy		
Northeast		

Worksheet #1, LESSON 13

Home ownership as viewed by my interviewees . . . .

Advantages	Disadvantages

Name of interviewee _____

What You May Learn:

You will find out what your classmates like and dislike about their neighborhoods and explore some ways of preserving good qualities within a neighborhood and changing the bad qualities.

Materials:

Worksheets

Broken squares materials (see Notes for Teachers)

Information from the previous lesson

Procedure:

1. Complete the first worksheet silently. You may want to work with someone who lives in your block.

   Put the worksheet aside.

2. In groups of five, with one student observer, follow the directions for the game of broken squares.

3. Complete the second worksheet.

4. Discuss your feelings and observations with the rest of the class.

BEFORE the Broken Squares Exercises

Would you move? _____

What I like about my house and neighborhood . . .

_____

_____

_____

What I do not like about my house and my neighborhood . . . _____

_____

_____

What happens in your neighborhood at Christmastime? _____

_____

_____

Why do people like their neighborhood better at Christmastime? _____

_____

_____

_____

BROKEN SQUARES

Your teacher will put several cardboard pieces in an envelope. Your class will divide into groups of six and sit around tables. There will be a set of five envelopes for each group of six people in the class. One of those six will be an observer and will report to the rest of the class what happens as his group attempts the task.

Here are the directions:

In each envelope are several pieces of cardboard. All the pieces in all the envelopes can be arranged to make five squares of equal size.

As a group your task is to make these five complete squares of equal size. One square should appear in front of each participant.

You must observe the following:

1. You may NOT talk or in any way communicate with other people in the room.
2. You may NOT take pieces from other people.
3. You may GIVE pieces to other people.

The observer's duty is to watch and to remember what happens.

(Directions for cutting the cardboard and putting the pieces in the envelopes are in the Notes to the Teachers.

AFTER the Broken Squares Exercises

1. What does the experience of building squares together suggest about the task of working in a neighborhood?

2. Look at the first thing you listed as liking about your house and neighborhood. If that began to change, what action would you take?

3. Look at the list of things you do NOT like. Look at the book of references. Can you end the things you don't like? Which ones? How?

4. Why are people often very reluctant to move from one neighborhood to another?

5. Would you move? _____

Under what circumstances?

6. Make up a story, a realistic one, in which a group of your neighbors got a vacant lot cleaned up and changed into a basketball court.

For Teachers

THE URBAN ENVIRONMENT CURRICULUM

The role of the materials in the Urban Environment Curriculum is primarily to promote learning - that of the teacher and that of the students. The teacher's role is no longer solely that of information giver and disciplinarian. The teacher becomes primarily a facilitator to help each student identify and reach goals through the use of the social studies processes. The teacher experiments with new, but not untried, materials and with new, but not untried, techniques of classroom structure and management. Classroom structure may change gradually as each teacher grows and expands his repertoire of teaching strategies.

These structured materials have helped others develop such a wide variety of teaching patterns. We think you could also find them beneficial to you and your classes.

This Housing Unit may be used alone or with the other Urban Environment Collaborative's books: LEARNING TO GET AROUND, a mapping unit, and the INTRODUCTORY UNIT TO THE URBAN ENVIRONMENT. Or it may be used in conjunction with OUR MAN-MADE ENVIRONMENT, Book Seven, published by GEE (Group for Environmental Education, Inc., 1214 Arch Street, Philadelphia, Pa. 19107.)

Lesson 1

Originally the pictures were slides taken within a ten-mile radius of the school. You may want to use any appropriate slides you have available or take them with your class.

Lesson 2

Introduce your students to the form of the continuum. We suggest you use

Short ⊢——————————⊣ Tall

or some similar physical example to illustrate. This lesson looks terribly long. It isn't. It moves smoothly. In a full class discussion you may want to arrange housing units along a continuum.

Lesson 3

Watch the time on this lesson. Change the time limits to suit your class' pace and style. You may have to explain how to do the arithmetic in some classes.

Help students read and understand the real estate section of the newspaper. This "reality-testing" is important for all students. The second part of this lesson is purely informational. You may take the opportunity to increase students' skills of reading graphs. It probably will be necessary to explain the meaning of "percentage": a penny is 1% of a dollar, a dime 10% of a dollar, a quarter is 25% and so forth.

Lesson 4

The play money may be saved from the previous lesson.

An auction can easily get out of hand. You may want to shorten this one. You may want to ask for bids in writing and award the items to the highest bidder. Ask your students to assist you with the clerical details of this lesson.

Lesson 5

If the book is available, it can be purchased for your class from GEE, 1214 Arch Street, Philadelphia, Pa. 19107, for $1.50 a copy. Use it! Students enjoy it and learn from it.

Lesson 6

Again, the continuum requires some explanation from you.

Help those students who have difficulty with the concept of legend.

Lesson 7

OUR MAN-MADE ENVIRONMENT, Book Seven was published by GEE, 1214 Arch Street, Philadelphia, Pa. 19107.

Lesson 8

This is fun. Make sure your class is calm before you begin.

Lesson 9

You may want to spend one day with the Information Sheet, Tenant Sheet and Landlord Sheet, another day discussing them and a third day role-playing from the situation sheet.

Lesson 10

Describe the technique of "brainstorming".

Here are more role-playing exercises. These are shorter and, in some ways harder, than those in the above Lesson.

Lesson 11

We urge you to put this material on tape and have your class listen to it twice.

Lesson 12

We have deliberately emphasized solvable, neighborhood problems in this lesson.

The information booklet is like many information booklets adults use. In fact, it might be useful to the families of your students and we recommend that you suggest that they take them home at the end of their school use.

Lesson 13

This poses an alternative housing plan that we feel all students, regardless of socio-economic background, might consider.

The use of the real estate sections of the newspapers is crucial. Often the school departments of city newspapers will give you back copies of current copies free of charge and they will even deliver them to your school.

If you live outside of Philadelphia, try to get a booklet from your Housing Association or your Legal Services Office. Generally, we have found these two groups to be the best sources of information.

Lesson 14

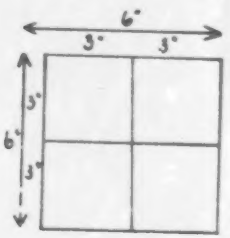
Be sure you read through this entire lesson before attempting it. Following are the specific instructions for making the materials for the Broken Squares.

After these lessons you may want to study Sections C and D, "What Determines the Form of Our Environment?" and "How Do We Change Our Environment?" from the previously-cited MAN-MADE ENVIRONMENT.

BROKEN SQUARES

This exercise is potentially very powerful. The discussion must be managed by you with care. However, it is not nearly as threatening to students as it has been to adults in group dynamics courses.

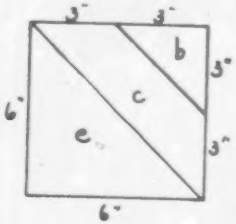
Here's how to make the envelopes. Be sure there is <u>one</u> set of <u>five</u> envelopes for each group of six students (five participants and one observer - or you may also have two observers).

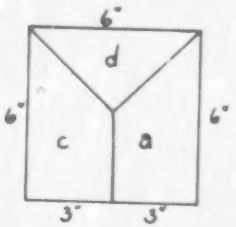


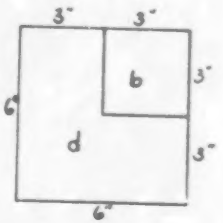
Label the envelopes a, b, c, d, e.

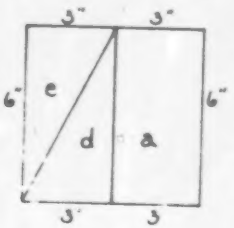
Trace the pieces on 5 pieces of cardboard and, in tiny script, write the letters on a corner on each piece.

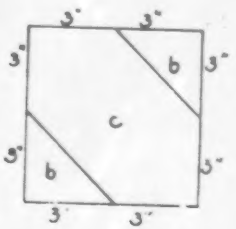
Put the pieces marked "a" in the envelope marked "a", and so forth. Envelopes a, b, c, d, e must be placed in front of Albert, Betty, Carol, David and Ed of Group One. Continue in like fasion until all are distributed.











Neighborhood Problems

How to solve them ...

Where to call
What to ask for
What to do yourself

INTRODUCTION

This booklet has been prepared by the Housing Association of Delaware Valley to help you and your friends solve neighborhood problems. We hope it will give you some useful ideas on how to make your neighborhood a nicer and better place in which to live.

If you have a neighborhood problem, first try to find out who is responsible for the condition. Talk to him and give him time to act. If this does not work, then go to the City.

Always give the City time to act on your request for service. Then if you get no action, check back to find the reason. There may be a good reason for the delay.

Perhaps you have a problem that is not covered in this book. If so, the Mayor's Office for Information and Complaints may be able to help you. Call **MU 6-3000.**

Or write: Mayor's Office for Information and Complaints, Room 121, City Hall, Philadelphia 19102.

STREET AND SIDEWALK REPAIRS

To report potholes, streets that need repaving, or broken sidewalks, call **MU 6-5509,** or write: Highway Division, Department of Streets, Room 820, Municipal Services Building, Philadelphia 19107.

Potholes in public streets are repaired by the City.

Repaving is also paid for by the City. The Department of Streets has a list of streets that need repaving. The Department looks into every complaint, and will put your street on the list for repaving if it is bad enough.

Sidewalks must be kept in good repair by the property owner. A tenant should notify his landlord if the sidewalk needs repair. If the landlord does not act, make a complaint in writing to the Highway Division, giving the location and the landlord's name.

Property owners must repair sidewalks within a month. If the owner doesn't fix it within this time, the City will have the work done and the cost will be collected by the contractor.

STREET LIGHTING

Are the lights on your street bright enough? Write or call the Department of Streets. Then the City will decide how much lighting your street needs according to the amount of traffic on it. Busy streets are usually given the brightest lights.

When you write or call, an inspector will check to see if the lighting meets city standards. If the inspector finds the lighting on your street is already up to City standards, no change can be made unless your street turns out to have a very special problem. If your block does need a whole new lighting system, it may take from six to eight months.

You write: Street Lighting Section, Department of Streets, Room 800, Municipal Services Building, Philadelphia 19107.

If it is only a street light bulb burnt out or broken, call City Hall, Room 800, **MU 6-9700,** and say, "I want to report a street light out." When you are connected with the complaint clerk, give the address of the defective light.

THE HOUSING ASSOCIATION OF DELAWARE VALLEY IS A CITIZENS' ORGANIZATION DEVOTED TO THE GOALS OF A DECENT HOME AND DECENT LIVING ENVIRONMENT WITHIN THE MEANS OF EVERY FAMILY IN THE REGION. FREEDOM HOUSING CHOICE, AND EQUALITY OF HOUSING OPPORTUNITY. WORKING IN THE CITY AND THROUGHOUT THE REGION. THE ASSOCIATION IS SUPPORTED BY ITS MEMBERS AND BY THE UNITED FUND OF THE PHILADELPHIA AREA.

PLAY STREETS

Perhaps your block can be a summer play street if you have no playground near your home. A play street is excellent for small children who need a place to play. A play street can be closed to traffic from Monday through Friday, 10:00 A.M. to 4:00 P.M., but only between July 1st and Labor Day.

If you wish your block made into a play street, Call MU 6-7819, or write: Program Office, Department of Recreation, Room 1450, Municipal Services Building, Philadelphia 19107.

It is wise to start in the spring. You must apply between May 15 and July 15. After you apply, the Department of Recreation checks to make sure there are no businesses, garages, or nearby play areas. If the Department of Recreation decides that your block will make a good play street, it will give you a petition to have signed. Get the petition signed by residents of three quarters of the houses on the block, and return it to the Department of Recreation. Then the Department of Recreation will ask the Department of Streets whether a play street in your block will make a traffic problem. If it is all right with the Department of Streets, you will get a permit for the play street. No busy street or numbered street can be made into a play street.

Read the conditions on the permit to be sure you understand what you have to do.

Along with the privilege, there are responsibilities. After you get the permit, the Department of Recreation will send you two signs saying, "Play Street." You and your neighbors supply two barricades to keep traffic out, one for each end of the street. You then put up the barricades with signs attached and provide volunteer play leaders during operating hours.

You may also ask the Department of Recreation for a permit to attach a sprinkler to the fire plug on your play street. Fire hydrants used as sprinklers must be two blocks apart in order to save water. You must provide the sprinkler attachment yourself.)

The person requesting the sprinkler permit should go to Room 1450, Municipal Services Building. You must have a petition signed by the 12 people living closest to the hydrant, saying that they would like the sprinkler. If anybody objects, then the permit will not be issued.

After you have the permit, you may use the sprinkler from June 18th to September 21st. A copy of the rules for operating the sprinkler comes with the permit. The person in charge must comply with these rules or the permit will be taken away.

Remember, fire plugs may not be turned on unless you have a permit and you must use a sprinkler attachment.

BAD HOUSING

Bad housing is often a neighborhood problem. Sometimes there are only one or two bad houses in a block; sometimes there are many. The law gives to each person—tenant, landlord, and home owner—certain duties so that our houses can be kept safe, clean, and in good repair. Most of these duties are outlined in the City's Housing Code.

In general, each dwelling unit must have a bathroom, a kitchen sink, hot and cold running water—all properly installed and in good condition. There must be a safe and adequate heating system. Kerosene and gasoline heaters are prohibited.

The code requires two electrical outlets and at least one window in each room. Every part of the building must be in good condition—safe, watertight, weatherproof, and rodent proof. In houses with three or more apartments, the hallways must be lighted at all times, and there must be fire extinguishers, alarm systems, and safe ways to escape from the building in case of fire.

The building and yard must be clean. Garbage and trash must be stored in covered containers until put out for collection.

Home maintenance must be adequate at all times. The law also prohibits overcrowding. The city enforces the laws on housing by sending inspectors to look at housing conditions. The inspector must show special identification—a special card with his picture on it. Owners and tenants must let him enter and go through the property.

When a violation is found, the City notifies the responsible person — the landlord, the tenant or the home owner — and gives him a certain time to correct it. At the end of that time, the inspector comes again. If the violation is not corrected, the City will prosecute the violator. In some serious cases, the City may make repairs. If the house is in very bad condition, the people living in it may be ordered to move, and the City will help them find another place.

If there are bad houses in your neighborhood, you may complain to the City and get them inspected. Call **MU 6-2463.**

Or write: Information and Complaints
Department of Licenses and Inspection
Public Service Concourse
Municipal Services Building
Philadelphia 19107

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Rent increases. If the City has issued a code violation notice, the owner may not raise the rent or ask the tenants to move (unless the house must be emptied to make the repairs) until he has taken care of the violations. If you have a question or a complaint, call **MU 6-3238.**

Or write: Fair Housing Commission
714 City Hall Annex
Philadelphia 19107

WATER LEAKS

The City is responsible for keeping water mains in good repair. If there is a break in the water main, the Water Department will fix it.

To report a water leak, call **MU 6-3900.**

The owner is responsible for repairs to the pipe which runs from the house to the water main in the street. If there is a break in this pipe, the owner must fix it.

Whenever there is a "bad leak," one which is likely to cause flooding of the cellars in the houses along the block, or which may undermine the street so that it caves in, the City will shut off the water until the owner gets the pipe fixed. The Water Department has a special instrument for finding out where leaks are, whether they are in the main or in the pipe from the main to the house.

Leaky pipes within the home are the responsibility of the owner and a private plumber should be called in. It is always a good idea to get estimates in writing from two or three plumbers before you have plumbing work done.

If a house is not occupied and the owner cannot be found, or if the owner of a rented house won't fix it, the City sometimes does the work and sends the owner a bill. Owners are better off when they take care of their property because it almost always costs less to have the work done by a private plumber than by the City.

SEWERS

The Water Department is also responsible for keeping sewers in good repair. The owner is responsible for the sewer line from the house to the sewer in the street.

To report a stopped-up sewer, call **MU 6-3900** and give exact location.

BEST COPY AVAILABLE

SMOKE AND SMELLS

If your neighborhood is seriously bothered by smoke or bad smells, call the Department of Public Health. Air pollution control inspectors are on duty at all times, and look into complaints as promptly as possible. The inspector will try to find the source, and work to eliminate the cause. Phone **MU 6-5163** between 9:30 A.M. and 5:00 P.M., Monday through Friday, or **MU 6-4514** on nights, weekends, and holidays.

MOSQUITOES

Mosquitoes need standing water to breed. Mosquitoes can breed in tin cans, barrels, water buckets, tires, and any artificial containers that can hold water. Cover or *empty all water containers in your yard* and, if possible, *store such containers upside down.*

Mosquitoes can also breed in clogged rain gutters, unused swimming or wading pools, ornamental ponds, puddles, and pools of all kinds. The larvae can be readily seen and they wiggle to the surface for their air supply.

Some types of mosquitoes bite during the day while others only bite at night.

If you are unable to cope with a mosquito problem, assistance or advice can be obtained by calling the Department of Public Health at **MU 6-5152.**

BACK ALLEYS

A rear driveway too small to be used by autos is an alley. Alleys may be private or public. An alley going through from one street to another is usually public; a dead end alley is usually private.

The city cleans, lights, and patrols public alleys. However, the City does not light or clean private alleys and may order the residents to clean them.

An alley is in bad shape if it is littered with weeds, trash, garbage, or broken fences. All kinds of litter are illegal.

Trash and garbage in alleys: Report any dumping of trash or garbage in an alley to the Police 231-3131. They will try to find out who is doing the dumping and give him a sanitation violation notice.

If an alley is not being cleaned regularly, call **MU 6-5562,** or write: Sanitation Division, Department of Streets, 900 Municipal Services Building, Philadelphia 19107.

Broken fences in alleys: If fences are leaning in the alley or obstructing traffic, this should be reported to the City which will order their removal. Call **MU 6-2463** or write: Department of Licenses and Inspections, Public Service Concourse, Municipal Services Building, Philadelphia 19107.

Alleys with poor drainage or broken paving: All alleys with poor drainage or broken paving must be repaired. The owners of the adjoining properties are responsible for these repairs. If they fail to make them, you should report the condition to the City. Call **MU 6-5511,** or write: Chief Engineer, Highway Division, Department of Streets, Room 820, Municipal Services Building, Philadelphia 19107.

Alleys with poor lighting: The City will light public alleys even though they are not wide enough for vehicles, if they are open to the public without gates or other obstructions. The City does not light rear driveways.

To get lighting in a public alley, call the Department of Streets, **MU 6-5516.**

If an alley light bulb burns out or is broken, call the City Hall Operator, **MU 6-9700,** and say, "I want to report an alley light out." When connected to the complaint clerk, give the address of the defective light.

If you see vandals breaking the lights, call the Police at once, **231-3131.**

Weeds: People whose homes are next to an alley must cut and kill any weeds in their portion of the alley. Weeds can be killed by pouring salt water over the stalks after the weeds are cut down.

Weeds that are harmful like poison ivy or ragweed will be killed by the City. Call **MU 6-2463,** or write: Department of Licenses and Inspections, Public Service Concourse, Municipal Services Building, Philadelphia 19107.

ABANDONED CARS—TRUCK PARKING

Abandoned automobiles or trucks parked on residential streets should be reported to the Police, **231-3131.** If the owner cannot be found, the Police will remove the abandoned car.

If a truck is parked overnight on a residential street, you can ask for a "No Truck Parking" sign in order to have the truck removed. Call **MU 6-5562** or write: Department of Streets, 880 Municipal Services Building, Philadelphia 19107. Once the sign is up, you can report violators to the Police, **231-3131.**

VACANT BUILDINGS

All vacant houses and buildings should be securely locked so that people cannot get in through any door or window. They should also be kept free of trash.

Vacant buildings that are open are dangerous. Keep your children out of them!

Report any open vacant buildings to the Department of Licenses and Inspections. Call **MU 6-2463** or write: Department of Licenses and Inspections, Public Service Concourse, Municipal Services Building, Philadelphia 19107. Give the Department the address of the property, and the name of the owner, if you know it. The owner will be ordered to board it up within a month. If he doesn't, the City will remove any trash and board up the building. If it is in danger of collapsing or is a public nuisance, the City will tear it down.

If you see vandals or trespassers going into any vacant building, call the Police at once, **231-3131.** Then call the Department of Licenses and Inspections, **MU 6-2463,** so they can order the building sealed up.

VACANT LOTS

When vacant lots are neglected, they become an ugly nuisance. If they are full of trash and rubbish, they bring rats and other vermin and disease, and they certainly lower the standards of the neighborhood. But vacant lots have been and can be converted into play areas, garden spots and tot lots! Any community group willing to devote the time and effort can turn what was a nuisance into a valuable community asset.

If your group wants the use of a vacant lot, write Land Utilization Office, Municipal Services Building, Philadelphia 19107, or call **MU 6-2507.**

If the City owns the land, it will lease it to a responsible group for $1.00 per year. The group must get liability insurance and keep it in force as long as the lot is used and agree to keep the lot clean and remove ice and snow from the pavement.

If the lot is tax delinquent, the City (through the Land Utilization Office) may acquire the land.

The City will do the first clean-up of the lot and level it if required.

The City will repair the curb and sidewalk, and if necessary, it will remove dilapidated fences.

Vacant lots must never be allowed to collect trash and garbage! It is forbidden by law for any person to dump trash or garbage on vacant land. If you find a bag of trash or any garbage on a vacant lot, call Police Sanitation, **MU 6-3082.**

The owner of a vacant lot is required by law to keep it clear of garbage or trash. If you know the owner of an unsightly lot get in touch with him and ask him to clear it off. If he does not clean up his property, write the Department of Licenses and Inspections, Municipal Services Building, Philadelphia 19107, or call **MU 6-2463.**

TRASH AND GARBAGE

Sidewalk and street litter dirty the City and cost you, the taxpayer, money to clean it up. As a property owner or resident of a private house, you must keep your own sidewalks clean, but don't sweep litter into the street. Pick it up and put it in a proper container.

It is against the law to throw litter on a City street at any time. You should put it in litter baskets or other containers, but *public litter baskets* are for *street litter only!* It's against the law to dump household trash or garbage in these baskets.

WHEN YOU SET OUT HOUSEHOLD TRASH AND GARBAGE FOR COLLECTION

1. Put trash in a proper container with a tight lid, or have it bundled and tied in a strong bag. Put ashes in a metal container. Separate ashes from other trash.

2. Newspapers, magazines, and cardboard which are not placed in a container must be bundled and tied.

3. Put garbage in a tightly-covered metal, leakproof container.

4. Tree branches, hedge clippings, and other bulky things must be tied in bundles no more than four feet long and two feet thick.

5. Trash is collected at least once a week; garbage twice. Trash is not collected on legal holidays. Wait until the next collection day before putting it out. Garbage is collected on all holidays except Thanksgiving and Christmas.

Old Furniture and Appliances: If you have old furniture, refrigerators, or other appliances, put them out on trash collection day. The City will pick them up. Call Street Sanitation, **MU 6-5562,** and ask for open truck pick-up.

For more information, write: Sanitation Division, Department of Streets, Room 900, Municipal Services Building, Philadelphia 19107.

Emergency Service: Report emergencies such as dead animals, or wreckage following a fire, to the City Hall operator, **MU 6-9700**.

Emergency pick-up service is available seven days a week from 7 A.M. to 1 A.M.

Trash Baskets: If your neighborhood group wants to place trash baskets on your street the City will empty them regularly. But you should label them carefully, and chain them to lamp posts or you may lose them. The City supplies trash baskets only to commercial areas.

Complaints: Make all complaints about trash or garbage collection to the Department of Streets, call **MU 6-5562**.

If trash or garbage is not set out properly, the Police will issue tickets. Offenders will be fined. Call **231-3131** to report this kind of offense.

HOW TO CLEAN UP YOUR BLOCK

Many neighborhood groups have organized block clean-up days. Try to find a time when nearly everybody will be home and able to help.

You can make a special arrangement to have a City truck come to pick up the trash at the time of the clean-up.

The Department of Streets will also help you and your neighbors organize a Clean Block Committee. Call **MU 6-5557,** or write: Sanitation Division, Department of Streets, Room 900, Municipal Services Building, Philadelphia 19107.

WHAT ABOUT WINDOW BOXES

Window boxes are one of the pleasantest ways to brighten up your block. The Neighborhood Garden Association will work with your group and help you to plant boxes throughout the block.

There must be responsible leadership within your block, and a great deal of interest.

The Neighborhood Garden Association will provide specifications telling how to make the window boxes. Boxes which meet the specifications of the Neighborhood Garden Association may also be bought.

If your group meets the requirements for help and has been accepted, the Neighborhood Garden Association will set a date for planting and can be helpful in obtaining flowers. A committee from your block must be on hand to help with the planting.

The Neighborhood Garden Association will also give instruction on how to make the flowers grow and be healthy. The best time for planting boxes is during the month of May. They cannot be planted after June.

Several hundred blocks in Philadelphia have already put in window boxes.

If you and your neighbors are interested in planting window boxes, write to: Mrs. James Bush-Brown, Neighborhood Garden Association of Philadelphia, 3723 Mt. Vernon Street, Philadelphia 19104 or call **EV 6-5109.** You may also visit the demonstration garden and 4-H Center at 3723 Mt. Vernon Street.

STREET TREES

Street trees make your neighborhood cooler in summer! They clean the air, provide shade and beauty. They add to the value of the properties of the street.

To plant trees on the sidewalk of your street, you must get a permit from Fairmount Park Commission. They will send an inspector to advise you on the best type of trees.

After you receive the permit, you may buy and plant a tree yourself, or have it planted.

Trees planted on sidewalks must be at least 2 inches in diameter, measured one foot above the ground. The lowest branch must be at least 7 feet above the ground. Pruning, spraying, removal of branches or any other alteration of a street tree can be done only AFTER a permit for such work is obtained from the Fairmount Park Commission.

A community group can obtain trees, in lots of no less than eight, free from the Fairmount Park Commission. The Commission will provide the trees and the stakes, and it will supervise the planting. The community group must prepare the holes, provide the topsoil, and do the planting.

Fairmount Park gets many requests, so it may take time to act on yours. For information, call **MU 6-9700, extension 81-230** or write: Street Tree Section, Fairmount Park Commission, West Fairmount Park, Philadelphia, 19131.

If trees on your street block traffic signs, traffic lights, or street lights, call the Department of Streets, **MU 6-5530**. They will either move the sign or light, or have the tree pruned as soon as possible.

TO REDUCE TRAFFIC DANGER

Traffic changes: Heavy traffic is a serious neighborhood problem. In most residential blocks, the City can reduce the danger, if you ask for a study on your problem. Call **MU 6-5530,** or write: The Traffic Engineering Section, Department of Streets, Room 870, Municipal Services Building, Philadelphia 19107. A Department of Streets' investigator will look into your problem within ten days of receiving your letter, and recommend the best thing to do. He may recommend new slow signs, or stop signs, or new parking restrictions. He may even recommend that your street be made a one way street.

There is a possibility that the Streets Department may recommend a new traffic light. But there is a long waiting list for new traffic lights, and some of the other measures are often just as effective and can be done a great deal faster.

Missing street signs: If you want to complain about missing street signs, missing stop or slow signs, or other missing traffic markings, report to the Department of Streets and tell them what is wrong. Call **MU 6-5530,** or write: Traffic Engineering Section, Department of Streets, Room 870, Municipal Services Building, Philadelphia 19107. It usually takes from two to three weeks to get a new sign.

"No Parking" during street cleaning: The City cleans most streets once a week. The City likes to post permanent signs giving the time of the weekly street cleaning, and prohibiting parking at that time. Where the posting of a permanent sign would prevent needed parking, signs will be posted for only one street cleaning a month. To ask for signs to prohibit parking while your street is being cleaned, call **MU 6-5562,** or write: Sanitation Division, Department of Streets, Room 900, Municipal Services Building, Philadelphia 19107.

STRAY ANIMALS

Stray dogs or injured animals should be reported to the Police 231-3131, or phone: The Women's Society for the Prevention of Cruelty to Animals, **BA 5-4500**.

RATS

The City's Housing Code requires that all dwellings be kept clean and made rat-proof. The owner must keep the house rat-proof.

Everyone is responsible for keeping his own dwelling clean. In buildings where there are two or more apartments, the landlord must see that rats and insects are killed. But if the rats are in only one apartment, then the tenant must do it.

If there are rats in a house or an apartment building in your neighborhood, talk to the responsible person. If he does not cooperate, call **MU 6-2463,** or write: Department of Licenses and Inspections, Public Service Concourse, Municipal Services Building, Philadelphia 19107.

The City will also help you fight rats. If they are a problem in your neighborhood, the Department of Public Health can help you plan a Rat Control Program. Call **MU 6-5097,** or write: Division of Environmental Health, Department of Public Health, 500 South Broad Street, Philadelphia 19146.

Rat bites should be reported to the Department of Health at once! Call **MU 6-5152.** The Department will send a representative to the house and try to kill the rats. Later, a City Housing Inspector will come to see if anything else should be done to make the house safe from rats.

Some rules on rat control: Garbage is rat food! Remove uneaten cat and dog food immediately! Keep garbage and trash in covered metal cans. Don't give rats a chance in your neighborhood.

Clean out cellars, attics, storerooms. Get rid of all kinds of trash. Don't give rats a place to hide, a place to raise a family.

HOW ZONING PROTECTS US

Zoning regulates what sort of buildings are allowed in different parts of the City, where they may be placed on lots, and what they can be used for. Good zoning can stop or regulate the conversion of a house into apartments, a store, a taproom, or a pool hall.

There are two ways that zoning changes can be made:

1. By ordinance of City Council for large areas.
2. By variances granted by the Zoning Board of Adjustment.

Zoning changes happen most often in older neighborhoods.

Not all zoning changes are harmful. Many changes actually improve the neighborhood.

If anyone wants to alter a building or change the use of a building, he must get a zoning permit and a building permit.

A notice of every request for a zoning change must be posted on the property.

If the Zoning Board of Adjustment is hearing the case, the notice must be posted 12 days before the hearing.

If the requested change is coming up before City Council, notice must be posted at least seven days before the hearing, and the request must be advertised in one of the Philadelphia papers.

WHAT TO DO ABOUT ZONING

1. Get the facts. Find out how a property is zoned by writing or calling the City. If you want to check the zoning of several pieces of property, it is a good idea to go in person. Call **MU 6-2433, 2434,** or write or go to: Zoning Section, Department of Licenses and Inspections, Public Service Concourse, Municipal Services Building, Philadelphia 19107.

If you want some information about a zoning problem, and need more help, call **LO 4-5635**, or write: Citizens' Council on City Planning, 1601 Walnut Street, Philadelphia 19103.

2. Once you have your facts together, discuss them with your neighbors, and decide what you want to do.

3. Select someone to represent your group at the hearing before the Zoning Board of Adjustment.

4. Arrange for a few of your neighbors to appear with him, and, if you can, present a petition at the hearing with as many names as possible to show that your neighbors are interested in the case.

The Zoning Board of Adjustment usually hears cases in Room 603, City Hall Annex. The time and place of the hearing will be given on the notice posted on the property.

A lawyer is not necessary to represent a neighborhood group, and is not required by the City. In most cases, you and your neighbors can tell the story since you know the neighborhood situation.

Zoning Alerting Service: If your neighborhood group wants to be sure of knowing about all zoning changes or exceptions coming up in your area, subscribe to the Zoning Alerting Service of the Citizens' Council on City Planning. This will give you weekly notices of all zoning cases coming up in your area. It will also give you notice of all zoning bills introduced in City Council and what the City Planning Commission recommends about them.

The Zoning Alerting Service is available to member organizations of Citizens' Council on City Planning and by subscription to other individuals or groups. Call **LO 4-5635** or write to the Citizens' Council at 1601 Walnut Street, Philadelphia 19103.

DISORDERLY CONDUCT

No neighborhood has to put up with disorderly conduct. There are laws for dealing with it which can and should be enforced.

Speakeasies (places which sell liquor without a license) are against the law.

Brawls, carousing, breaking into empty houses and otherwise disturbing the peace are against the law. You should report this sort of behavior to the Police, **231-3131**. They will come and stop the disorderly conduct. But they often need your help to make a good case. You and your neighbors can help by appearing in Magistrate's Court and testifying.

TAPROOM VIOLATIONS

Many groups want information about the way taprooms are licensed, whether anything can be done to prevent the licensing of a taproom, and what the rules and regulations are about operating taprooms.

Places that are licensed to sell liquor or beer for consumption on the premises are often called bars or taprooms. These places must provide food for the public. Licensed places are also called restaurants, eating places, hotels, or private clubs.

Taproom licenses: Taproom licenses are issued and supervised by the Pennsylvania Liquor Control Board. Licenses must be renewed every year and can be transferred from person to person and place to place. (No new license can be issued except for airports and new hotels.) The Board may suspend or take away a license if the following rules are violated:

Anyone who wants to move a taproom must apply to the Liquor Control Board. The day he applies, he must post a notice on the building so that it can be easily seen. The notice must stay up and be easy to read until the license is issued or turned down.

The person who applied must have a good reputation, be a United States citizen, and a resident of Pennsylvania for at least two years. He cannot have any other work or business except the taproom.

The place for which the license is granted is inspected by the Liquor Control Board, and must conform to sanitary rules and regulations. The Liquor Control Board *may* refuse the license if the place is within 300 feet of a church, hospital, charitable institution, school, or public playground, or if it is within 200 feet of another taproom. The Liquor Control Board shall refuse the license whenever, in the Board's opinion, the taproom would be detrimental to the welfare, health, peace, and morals of the people who live within 500 feet of the place.

The listing of applications: A listing of applications for transfer to new locations of liquor licenses is included in the Zoning Alerting Service of the Citizens' Council on City Planning. For information, call **LO 4-5635**, or write: Citizens' Council on City Planning, 1601 Walnut Street, Philadelphia 19103.

How to protest the opening of a taproom:

(a) Write the Pennsylvania Liquor Control Board and ask them to hold a hearing before they act on the application. Write: Pennsylvania Liquor Control Board, Capital and Forster Streets, Harrisburg, Pennsylvania; and

(b) Ask the City to help you. Call **MU 6-5260**, and say you want to protest the granting of a liquor license, or write: Deputy City Solicitor, Enforcement Division, Law Department, 73[illegible] 1500, Municipal Services Building.

Rules that taprooms must follow once licensed: The state law and the Liquor Control Board have many rules that taprooms must follow, once licensed. Here are some of the most important ones:

It must be a restaurant, if "hard" liquor is sold (whiskey, brandy, gin, wine, etc.). This means that it "must be a reputable place habitually and principally used for the purpose of providing food for the public." No free lunches may be furnished.

Hours of sale are from 7:00 A.M. to 2:00 A.M. No liquor may be sold between 2:00 A.M. and 7:00 A.M. during the week or after 2:00 A.M. on Sundays. No payroll, public assistance, unemployment compensation or relief checks may be cashed.

Known criminals, persons of ill repute, and prostitutes may not frequent taprooms. Minors must be accompanied by parents or under proper supervision.

Gambling is not allowed.

There must be enough light to read a newspaper easily.

No liquor may be sold for consumption off the premises. But up to 4½ quarts of beer may be bought in a taproom to take home.

No liquor or beer may be sold on credit.

No liquor may be sold to "minors, insane, or visbly intoxicated persons, habitual drunkards, or persons of known intemperate habits."

How to report any violation of these rules: Call the Liquor Control Board at 238-7574, or write: Pennsylvania Liquor Control Board, State Office Building, Broad and Spring Garden Streets, Philadelphia 19130.

The Board may revoke or suspend a license. If the license is revoked, the place shall not be reopened for a year unless a new application is filed and the person who loses his license shall not get another license for at least three years.

HELP FROM OTHER SOURCES

Sometimes your neighborhood group may find it very difficult to solve a problem. Or you may want to go beyond the suggestions in this booklet. Philadelphia is fortunate in having a number of agencies who can help neighborhood and block groups.

To find out how you can get help in your community, we suggest you call or write the Health and Welfare Council Area office nearest you:

North Central: CE 2-9911, 1428 W. Columbia, 19121

Southern: HO 5-1509, 1513 W. Passyunk Avenue, 19145

West: EV 2-7518, 635 South 42nd Street, 19104

Northeast: RA 5-9032, 500-E East Godfrey Avenue, 19120

Northwest: GE 8-9044, Germantown Community Council, Vernon Park, Germantown, 19144

Central: LO 8-3750, 1617 John F. Kennedy Blvd., 19103

For information on plans and procedures on urban renewal and conservation activities, call LO 9-8245, or write: Philadelphia Redevelopment Authority, City Hall Annex, Philadelphia, 19107.

For relocation assistance for families forced to move by code enforcement, or any other public action, call CE 2-8424, or write: Central Relocation Bureau, 918 North Broad Street, Philadelphia 19123.

For advice and assistance in dealing with neighborhood tension, educational materials on human relations, or complaints concerning discrimination, call MU 6-4670 or write: Commission on Human Relations, 601 City Hall Annex, Philadelphia 19107.

For advice on evictions, landlord-tenant relations, or other legal problems, call PE 5-6122, or write: Legal Aid Society of Philadelphia, 311 South Juniper Street, Philadelphia 19107; or call PE 5-6101, or write Community Legal Services, 313 South Juniper Street, Philadelphia 19107.

For help with a problem involving health and welfare of any child, individual or family, call LO 8-2472, or write: Community Information and Referral Service, Health and Welfare Council, 1617 John F. Kennedy Boulevard, Philadelphia 19103.

Good neighbors try to work together. Before reporting any neighborhood problem, try to find out who is responsible. Talk to him and give him time to take care of it.

Give your City time to act on your requests for service. If you get no action in a reasonable time, check back and ask why. There may be a good reason for the delay.